DOCUMENT RESUME

ED 207 940 SP 018 469

AUTHOR Edwards, Claudia F.; And Others
TITLE Tracking Talents: Strategies for Collecting Resources.
INSTITUTION Purdue Univ., Lafayette, Ind.; TRIAD Teacher Center, West Lafayette, Ind.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 81
GRANT G007804712
NOTE 72p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Community Resources; Education Service Centers; Elementary Secondary Education; *Information Needs; *Information Sources; Inservice Teacher Education; Program Development; *Teacher Centers; *Teacher Workshops; *Teaching Skills
IDENTIFIERS *TRIAD Teacher Center IN

ABSTRACT

This booklet contains forms, strategies, and philosophies that have been successfully used at the TRIAD Teacher Center (West Lafayette, Indiana). TRIAD provides resources and services for 1600 elementary and secondary teachers and administrators in three counties. The center is staffed by three professional educators and is governed by a policy board. A program development model shows the inception and planning of workshops from the teachers' expression of need to the policy board's actions. TRIAD "tracks" or collects data on the talents of those who develop, present, evaluate, and participate in TRIAD workshops as well as those who volunteer community contacts, resources, and skills. A section on the collection of human resources describes the strategies developed by TRIAD to solicit professional and nonprofessional talents. One method is a three-stage game which introduces teachers and administrators to the concept of resource and talent sharing. Ideas for using community resources are also presented. The forms for tracking talents and for participant evaluations are provided, with a list of the teacher workshops presented by TRIAD from 1979 to 1981. An annotated bibliography of 54 TRIAD "packets," in subjects such as the fine arts, classroom interaction, gifted education, and teachers as learners, is included. (FG)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED207940

# TRACKING TALENTS

## strategies for collecting resources

"If I were to make a study of the tracks of animals and represent them by plates, I should conclude with the tracks of man."

Henry David Thoreau

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CHARLES E. KLINE
ALAN GARFINKEL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



SP 018 469

TRIAD Teacher Center
Burtsfield Elementary
N. Salisbury St. and Lindberg Rd.
(317) 494-8284
USOE Grant Number G007804712
To: Purdue University
Teacher Education Services
106 Matthews Hall
West Lafayette, IN 47907
(317) 494-8386

TRIAD Staff

Claudia F. Edwards
Lorraine Rund
Sarah Powley
Joyce S. Christopher
Debbie DeWitt
Charles Kline, Co-Director, Purdue
Alan Garfinkel, Co-Director, Purdue

## ABOUT THIS BOOKLET

The following is a compilation of forms, philosophies, and strategies utilized to "track" the talents of educators served by the TRIAD Teacher Center. We are sharing items which have been continually requested about our operation. TRACKING TALENTS covers the talents of those who develop a workshop, give the workshop, evaluate the workshop, use the workshop, volunteer themselves and their skills to meet a need, and those who provide community contact with educators. The booklet contains only those items which have been field-tested and used successfully.


## ACKNOWLEDGMENTS

Kudos go to the tremendous educators who have worked with us to respond to forms, design workshops, and to share with their colleagues in a professional manner. They have assisted us with our growth and challenged our creativity. A special thank you to the St. Louis Teacher Center under the direction of Wayne Mosher, to the Indianapolis Teacher Center under the direction of Carolyn Fay, and to the staff of the Wichita, Kansas Teacher Center who lovingly guided us as a sister teacher center and inspired us to climb mountains.

TABLE OF CONTENTS


page

SECTION I. TRACKING MODEL.....1

WHAT IS THE TRIAD TEACHER CENTER?.....2

OVERVIEW.....3-4

SECTION II. TRACKING FORMS.....5-17

SECTION III. PROGRAM DEVELOPMENT MODEL - MODULAR STRUCTURE.....18-22

SECTION IV. WORKSHOP LISTINGS.....23-27

SECTION V. WORKSHOP MATERIALS - ANNOTATED BIBLIOGRAPHY.....28-33

SECTION VI. HUMAN RESOURCE COLLECTING.....34

A. Trade-Play Game--A Simulation, Faculty Use.....35-44

Stage I, II, III:

The Game--personal and professional skills

How to contact faculties.

Tips from field testing experience

Playing the game

Most commonly asked questions

Use of the game for collecting teacher talents

Follow-up

The game

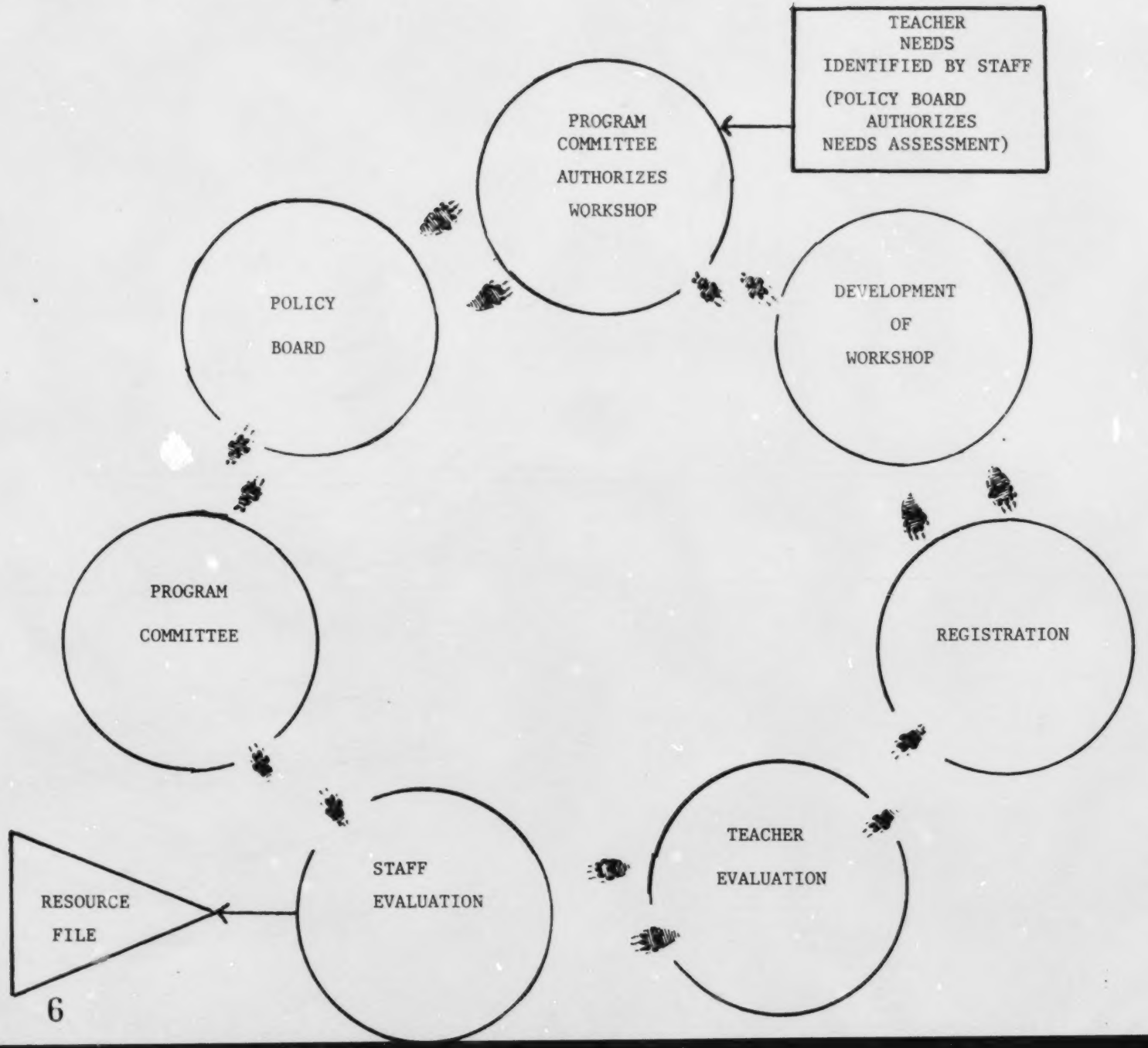
B. Dream Sheet: a department level or curriculum level use.....45

C. Community Collecting:

Bartering strategies.....46-59

Rationale: A successful barter

Forms for collecting human/ material resources




TRACKING PATTERNS

## WHAT IS THE TRIAD TEACHER CENTER?

As a result of federal Teacher Center legislation, TRIAD is the realization of a concept envisioned by representatives of teachers, administrators, and university personnel. It is a site as well as a service which reaches out into the school districts. One of 60 teacher centers originally funded across the country. TRIAD enables teachers to have a determining voice in their own professional development.

## WHERE IS THE TRIAD TEACHER CENTER?

TRIAD is located in rooms 3,4, and 5 of the north wing of Burtsfield Elementary School, at the corner of Salisbury Street and Lindberg Road in West Lafayette, Indiana.

## WHO DOES TRIAD SERVE?

TRIAD serves all certificated educators of grades K-12 in the northcentral Indiana counties of Benton, Carroll, and Tippecanoe. This includes some 1600 teachers and administrators in six school corporations: Benton Community School Corporation, Carroll Consolidated School Corporation, Delphi Community School Corporation, Lafayette School Corporation, Tippecanoe School Corporation and West Lafayette Community School Corporation; as well as those in the nonpublic schools of this geographical area.

## WHAT DO TEACHERS DO AT TRIAD?

They:
-read and utilize books, periodicals and other professional materials
-use the copier, laminators, AV and photographic equipment, letter maker, book binder, typewriters
-share ideas with other teachers
-meet educators from other schools, other school corporations
-get new ideas for activities and projects
-attend workshops designed to meet their expressed needs: after school, Saturday and released time
-plan lessons and instructional units
-review textbooks which will be eligible for adoption
-use cardboard carpentry tools for construction with Tri-Wall
-learn to use basic hand tools
-borrow solar ovens, art prints, games
-examine materials especially recommended for gifted students
-develop bulletin board materials
-consult with staff members and utilize them as resource people
-locate material and human resources for classroom use
-learn new hands-on skills: weaving, puppet-making, calligraphy, origami
-participate by conducting workshops for their colleagues
-sharing their special expertise
-receive training in conducting workshops via travel opportunities sponsored by TRIAD
-receive leadership training via participation in the structure of the policy board and/or committees

## WHO STAFFS TRIAD?

The Center is staffed by three professional educators: a supervisor, an assistant supervisor/media specialist, and an administrative assistant. In addition, there is a secretary. The policy board, composed of a majority of teachers, is responsible for the governance of TRIAD operations. The project director and co-director provide liaison with Purdue University, TRIAD's fiscal agent, and offer assistance to the staff and policy board.

# TRACKING WORKSHOPS

## I. DEVELOPMENT OF WORKSHOPS

Workshops are developed primarily from teacher suggestions and needs assessments. The Staff indicates a viable method of facilitating a described need thru a workshop and presents this idea to the Program Committee. The Program Committee recommends that the Policy Board authorize a workshop.

The Staff consults with the facilitator/consultant to tailor the workshop to described teacher needs. Materials are developed for workshop distribution. See Section III for listing of workshop materials.

## II. REGISTRATION

Workshop offerings are described in our newsletter which is published on a semester basis and distributed to each of the 1600 educators in our service area. Teachers register for TRIAD workshops via the workshop registration form on the last page of our newsletter. Updates are published on a monthly basis during the school year and provide further opportunity for registration. Reminders are sent to each workshop registrant about one week before the scheduled workshop dates.

## III. TEACHER EVALUATION - WORKSHOP

As workshop participants arrive, attendance is recorded via a workshop sign-in sheet. At the end of each workshop, Session Evaluations are distributed to each participant and collected as they leave. These evaluations are tabulated and averaged for workshop documentation. Approximately one month after the work-

shop, Follow-up Evaluations are sent to participants to assess the benefits of the workshop. Comments/requests regarding further needs/materials are tracked according to the individual educator.

## IV. RESOURCE COLLECTING

Resources developed and discovered as a result of the workshop are catalogued in a Resource File. This file includes material and human resources for future reference or linking.

## V. STAFF EVALUATION

The Staff evaluation considers the results of the Session Evaluations, comments from the follow-up evaluations as well as staff observance/participation in the workshop itself.

## VI. THE FINAL TRACK

These evaluations are brought to the Program Committee in an informal report. The Program Committee makes its recommendation to the Policy Board for further teacher training opportunities and follow-up on the basis of these evaluations and attendance.

Date _____ Time _____

5

## WORKSHOP REGISTRATION

Workshop:

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.

School/Corp. Date Reg.



School/Corp. Date Reg.

WORKSHOP PLANNING AND COST ANALYSIS

_____Workshop to be held: Title or subject

_____Facilitator Fee: _____

_____Date of filing Consultant Form #1

_____Date of obtaining VITA

_____Date letter of confirmation sent

_____Date check request filed

DIVISION OF RESPONSIBILITIES

Facilitator:

TRIAD:

| | Date Completed | Cost: |
|---|---|---|
| _____Folders | | _____ |
| _____Offset | | _____ |
| _____Masters | | |
| _____Paper | | |
| _____Copier | | _____ |
| _____Scrounge | | _____ |
| _____Refreshments | | _____ |
| _____A. V. Equipment | | _____ |
| _____Misc. Items | | _____ |
| _____ | | _____ |
| _____ | | _____ |

Total cost:_____

_____Date flyer is designed

_____Deadline for facilitator to submit items to be printed.

_____Deadline for facilitator to submit bulletin board ideas

_____Date for final consultation about arrangements

_____Follow-up evaluation

Total workshop cost_____ ÷ No. of participants_____

= Total trainee cost_____.

TRIAD TEACHER CENTER

WORKSHOP PRESENTER REGISTRATION FORM

Workshop Title: _____

Date(s): _____

Location: _____

Presenters

Name: _____

Mailing Address: _____

_____

Home Phone Number: _____

Work Phone Number: _____

Social Security Number: _____

Signature: _____

What is the minimum number of participants needed for your workshop? _____
Number

What is the maximum number of participants allowed in your workshop? _____
Number

Please check the equipment that will be needed for your workshop.

_____Chalkboard
_____Slide Projector
_____Opaque Projector
_____Movie Projector
_____Overhead Projector
_____Cassette Tape Player/Recorder
_____Filmstrip Projector with Sound (cassette)
_____Filmstrip Projector without Sound
_____Other (Specify) _____
_____
_____

THE SIGNATURE(S) ABOVE REPRESENT(S) THE INTENT OF THE PRESENTER(S) TO PARTICIPATE IN THE WORKSHOP AS PLANNED, UNLESS CANCELLED BY THE TRIAD TEACHER CENTER.



Thanks to St. Louis Metropolitan Teacher Center for form design.

Social Security #_____

"VITA"

NAME_____

WORK ADDRESS_____

_____

WORK TELEPHONE_____

HOME ADDRESS_____

_____

**********

EDUCATION_____

_____

_____

_____

_____

**********

PROFESSIONAL ORGANIZATIONS_____

_____

_____

_____

_____

HONORS_____

_____

_____

PROFESSIONAL EXPERIENCE

_____

_____

_____

_____

_____

_____

INSERVICES (that you have conducted)_____

_____

_____

_____

_____

_____

SPECIAL PROJECTS_____

_____

_____

_____

_____

Inservice program planning

Schedule of learning experiences: (Agenda)

| Time | Activity | Teaching Strategies |
|---|---|---|
| | | |

Inservice program planning

Teaching skill area (s): List skills to be reinforced in this program:

List desired outcomes of the program:

Performance (instructional) objectives:

Inservice program planning

Evaluation plan:

_____TRIAD's Evaluation at end of session

_____TRIAD's Follow up evaluation 1 month after workshop

_____Your own evaluation

_____You will be designing a pre and post test

To be completed by staff:

Follow through plan_____

_____

_____

_____

_____

Classrooms and/or teachers utilizing workshop materials:_____

_____

_____

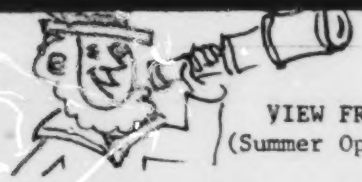
_____

_____

_____

_____

_____



## VIEW FROM THE SPAR DECK*
(Summer Opportunities at TRIAD)

Journey on a course you chart yourself. Your program committee and staff offer you a variety of ships and dinghies to sail toward a destination of your choice. Formal courses were charted to a minimum because many of you are involved in graduate work and you told us that in summer you prefer to map out your own course...so captain your own ship and let us know what services of ours you need.

SAILINGS AND DESTINATIONS
(See following pages for details)

I. SPECIAL FREE ONE-DAY CHARTERS---Field Trips:

Airport Management: Indianapolis
Chicago: A Day on the Town
Quarry Study: Delphi Limestone
Stock Exchange: Chicago
Twinrocker Paper Mill: Brookston

II. YOU'RE AT THE HELM!---Planning and completion of your individual project.

The program committee will offer 20 elementary and 10 secondary supply scholarships for the completion of special projects at the Center. Use the form on the back page to submit your ideas by May 30th. Think big. Be clear and tell us exactly what you need to support your idea, e.g. equipment, special supplies and staff time. Try us, we'll try to honor your needs. Also call us if you want to talk over an idea before you submit your proposal.

*Spar Deck: The upper deck of a sailing ship.



## WORKSHOP REGISTRATION

NAME _____

HOME ADDRESS _____

_____
zip

SCHOOL _____

Check the workshops you would like to attend and then send (please, no phone registrations!) to TRIAD. Be sure to mark the dates on your calendar! Remember to call us at (317) 494-8284, after August 10 (317) 494-5677, about a week after sending this in to see if your name is on our list. PLEASE LET US KNOW IN ADVANCE IF YOU DECIDE TO CANCEL...OTHERS MAY BE WAITING.

_____June 1-11-CONSUMER ECONOMICS

_____June 17-A STOCK EXCHANGE - limit of 14

_____June 22-OF SIGNATURES AND WATERMARKS - limit 18

_____July 19-QUARRY QUERIES - limit 14

_____July 23-CHICAGO: A DAY ON THE TOWN - limit 13

_____July 28-29-NASA

_____August 10-AIRPORT MANAGEMENT: A TERMINAL CASE - limit 14

_____August 12-A STOCK EXCHANGE - limit 14

_____August 14-FREE FOR ALL - limit 35

_____August 18, 19, & 20-BINNEY & SMITH

_____ _____ _____
day month topic

sign-up for HALF-HOUR HOOKUP
(add your own sheet for additional space)

## Is this date marked on your calendar?

WORKSHOP CONSUMER EDUCATION

DATE June 1-11

TIME 8:30 AM - 3:30 PM

We have reserved space for you at this workshop as you requested! See you at TRIAD!

PS - Please call if you can't attend (494-8284)

PLEASE UPDATE YOUR CARD!!!

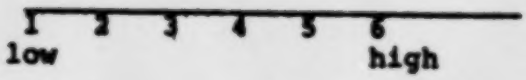
| NAME | School and School Corporation | LEVEL: Primary | LEVEL: Secondary | SECONDARY SUBJECT AREA | MAIN REASON FOR COMING IN | HOW MANY TIMES VISITED: 1 | 2 | More |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

_____
Name of session

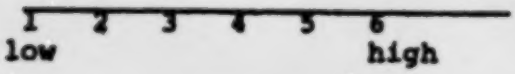
TRIAD Teachers' Center

Session Evaluation

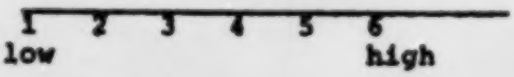
1. My knowledge of materials and concepts presented prior to this workshop was:



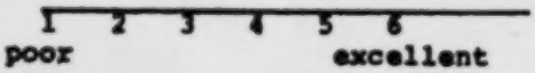

2. The extent this workshop increased my knowledge about the materials and concepts is:



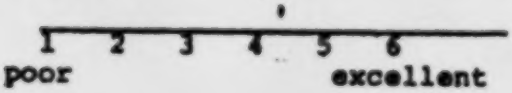

3. The overall usefulness of this workshop for me is:



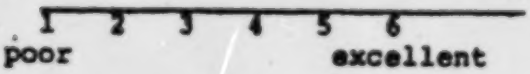

4. The organization of the workshop was:




5. The clarity of presentations was:




6. The effectiveness of presenters was:




7. The strengths of this workshop were:

8. The weaknesses of this workshop were

9. For me the next step now is _____.

10. The next workshop I would like is _____.

10. Participation in the Teacher Center is voluntary. No one is obligated to use information taught in our workshops. However, since you have not used any of the information, it may help us for future workshops if you would briefly explain what has prevented you from doing so?

_____

_____

_____

11. How would you change the workshop to make the information of benefit to you in your classroom?

_____

_____

_____

12. With respect to the way the workshop was conducted this time, what would you like to have as follow-up workshops?

_____

_____

_____

Further comments:

_____

_____

_____

_____

_____

Thank you for your time and cooperation.

Burstfield Elementary
N. Salisbury
W. Lafayette, IN 4790

Dear Teacher:

In order for TRIAD to serve you for your maximum benefit, we need feedback from you as a participant in activities conducted by TRIAD. You recently attended a workshop entitled:

_____ on

_____. We ask you to take a few minutes to answer some questions to improve future workshops. Please answer them a as fully as possible, and then return this questionnaire to us through school or U.S. mail

Thank you very much for attending the workshop and taking the time to answer these questions for us.

Sincerely,

Claudia F. Edwards
Supervisor

Please return this by _____.

1. a) For you, what was the most important benefit of attending the workshop?

_____

_____

b) On a scale of 1 to 5 how important would you rate this benefit to your teaching?

(1= low, 5= high) _____

2. For you, what was the least important aspect of the workshop?

_____

_____

3. Which of the topics dealt with at the workshop do you feel need(s) to be expanded or amplified?

_____

_____

_____

4. Which of the topics dealt with at the workshop do you feel was/were unnecessary?

_____

_____

5. How often would you estimate you use information learned in the workshop? Please check one:

____Have not used any yet. If you have not used information from this workshop, please turn to the back page to question 10.

_____Have used some once or twice.
_____1-3 times per month
_____1-3 times per week
_____Daily

If you have used some information from this workshop, please continue on to question 6.

6. Briefly describe how you have successfully applied information from this workshop in your own classroom.

_____

_____

7. Briefly explain any problems you have had applying information from this workshop in your own classroom.

_____

_____

_____

8. With respect to problems you may have had how would you change the workshop?

_____

_____

_____

_____

9. What would you like to have as follow-ups to this workshop?

_____

_____

_____

Further comments:

_____

_____

_____

_____

_____

Thank you for your time and cooperation.

## EVALUATION BY WORKSHOP FACILITATOR

Name _____ Date _____

Workshop _____

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

| HOW WOULD YOU RATE: | Out-standing | Satis-factory | Unsatis-factory |
|---|---|---|---|
| 1. The overall arrangements<br>Comments: | | | |
| 2. The personal contact with staff/participants<br>Comments: | | | |
| 3. The participant interest<br>Comments: | | | |
| 4. The staff preparation<br>Comments: | | | |

What suggestions do you have for improving the experience?

TRIAD Teacher Center
Burtsfield Elementary
N. Salisbury
W. Lafayette, IN 47906

STAFF EVALUATION OF WORKSHOP

Title of Workshop _____

Facilitator _____ When Offered _____

Number and Description of Participants:

Elementary _____ Secondary _____ Male _____ Female _____

Released _____

Organization of Workshop _____

_____

_____

Participant Evaluation:

Prior Knowledge ____ Increase in Knowledge ____ Overall Usefulness ____ Organization ____

Clarity ____ Effectiveness ____

Miscellaneous comments quoted from evaluations:

Staff reactions and special considerations:

Cost ratio to effectiveness and participation:

The staff will consider a workshop in this subject area again: _____

The staff will consider using this facilitator again: _____

This workshop fits into which of the mandated categories?

Life Skills _____ Basic Skills _____ Gifted and Talented _____

Comments:

PROGRAM DEVELOPMENT MODEL
(see Page 19)

TRIAD PROGRAMMING:

TRIAD serves educators through three areas of "programming". The first area is the provision of a drop-in site and qualified staff to assist with teacher needs. The second, is programming through group workshop efforts (the modular structure, page 20) designed for the program committee and Policy Board, page 19) The third is through individual service requests. (see sample page 21) A service request is completed only if it requires special linking, or special consultation on the part of the staff. Normal drop-in site use and workshop use is not documented on service requests.

THE PROGRAM COMMITTEE

The Program Committee shall plan and recommend programming to the Policy Board and staff. The Center Supervisor shall act as the Chairperson. Opportunity to serve as a member of the committee shall be offered to all teachers within the TRIAD service area. Selection of teachers to serve on the Program Committee shall be made on the basis of geographical area and level of instruction. All members are volunteer.

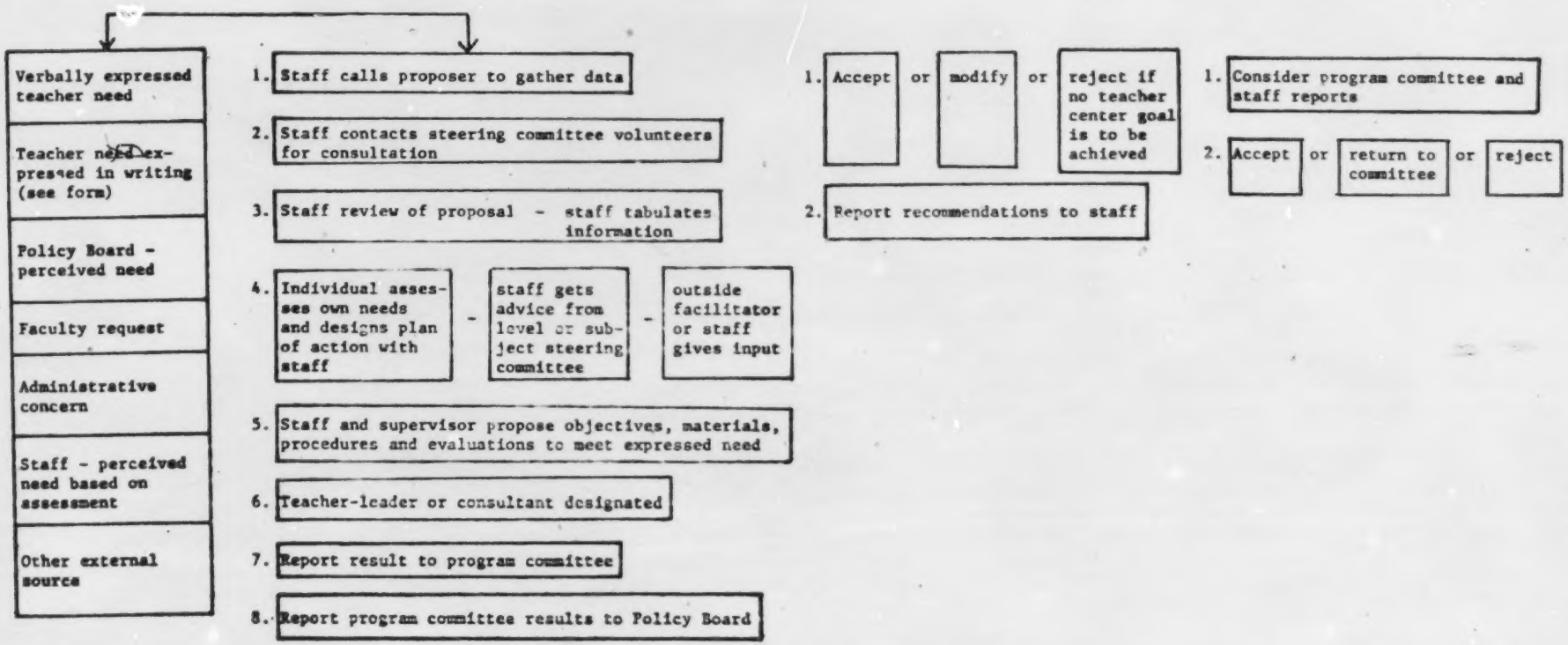
NEEDS OF STUDENTS - NEEDS OF EDUCATORS

TRIAD in-service education programming is designed to meet the educational needs of students and teachers. Our three years of experience have made it possible to determine educator-perceived student needs by organizing the information gathered from teachers in various assessments into a structure that reflects educator-perceived student needs.

Until now, this structure has been based on subject matter elements that appear in school curricula. Goal structures based on subject matter, however, do not accommodate all of the educator-perceived student needs that TRIAD Teacher Center has dealt with over the years. Thus, it became necessary for the program committee of TRIAD's Policy Board to devise a structure which accommodates all Teacher Center group activities. The structure follows: see page 20.

# PROGRAM DEVELOPMENT MODEL

## TRIAD TEACHER CENTER


PROGRAM SOURCE
STAFF ACTIONS
PROGRAM COMMITTEE ACTIONS
POLICY BOARD ACTIONS
Verbally expressed teacher need
Teacher need expressed in writing (see form)
Policy Board - perceived need
Faculty request
Administrative concern
Staff - perceived need based on assessment
Other external source
1. Staff calls proposer to gather data
2. Staff contacts steering committee volunteers for consultation
3. Staff review of proposal - staff tabulates information
4. Individual assesses own needs and designs plan of action with staff - staff gets advice from level or subject steering committee - outside facilitator or staff gives input
5. Staff and supervisor propose objectives, materials, procedures and evaluations to meet expressed need
6. Teacher-leader or consultant designated
7. Report result to program committee
8. Report program committee results to Policy Board
1. Accept or modify or reject if no teacher center goal is to be achieved
2. Report recommendations to staff
1. Consider program committee and staff reports
2. Accept or return to committee or reject

SAMPLE MODULES

**Module I** Know the Learner

(student need: to have one's characteristics known)

Examples: The Nature of Giftedness
Ideas about Ideas
(Right/Left Brain Research)
Observing Children's Behavior and Work)
Children with Special Needs
Reaching the Gifted in the Regular Classroom

**Module II** A "Hands-on" Approach to Learning and Problem Solving

(student need: to do in order to learn)

Examples: 21st Century Energy Problems
Computers in Everyday Life
Introduction to Tools
Puppetry

**Module III** Of Methods and Modes

(student need: to learn through varying media of instruction)

Examples: Language Arts Methods Sharing
Art Prints: Use and Abuse
Reading Comprehension
Consumer Economics
Tips for Testing
Instructional Games

**Module IV** The Student and You

(student need: to participate in direct and open communication with teachers)

Examples: Stress Management
Behavior Management
Teacher Self-evaluation
Personal Goals

# SAMPLE



TRIAD Teacher Center
Program Committee Agenda
Tuesday, Feb.10, 1981
4:00-6:00

NO PROGRAM COMMITTEE IN MARCH

AGENDA

1. Reactions/commentary on attached "For Your Information" list.

2. Report of workshops-5 min

3. Financial report--remaining monies

4. Summer newsletter plans: Please come with suggestions to our editor, Lorraine Rund, of what you envision to be individual summer projects that can be sponsored How to advertise?????

5. Alternate proposal to cancellation of Jackie Torrence, storytelling workshop--sponsorship of Dr. Ellin Greene, Univ. of Chicago, "Preparing to Share Stories with Older Children," July 11, Saturday--as a portion of a course offering through Continuing Education--"Folklore and Children" coordinator, Jill P. May Ed. 589-(Teachers would not have to take for credit--just have the opportunity to attend the session)--Powley

6. Proposed involvement of TRIAD in November Education and Book Week, if funded-Powley

7. Report of American Council of Life Insurance-AACTE project.

8. Extension efforts report and solicitation of ideas

9. Summer Consumer Economic Course Update--authorization to hire Joyce Bentley to direct 1 curriculum construction day during the workshop.(We paid her travel to observe the one held at Ball State Univ. directed by a staff member of Wichita, Kansas Teacher Center.) Lorraine will not be working the month of June.

10. When should cut-off date be for Crayola Workshop registration of 50! August 18, 19, 20, 1981.

11. Consideration of request of Art Educators Assoc. of Indiana to use TRIAD facilities and cardboard carpentry tools, triwall for workshop, May 2, 1981. They are prepared to pay for all supplies and price of trainer.

12. Administrator team/teacher leadership workshops in summer:. To be decided:

    a. Who will be the steering committee? How do we recruit teachers/administrators to help us plan??(Shall we write to the Superintendents and ask them to invite a person to help us?)
    b. Can we plan the sessions in 3 meetings in April?
    c. How many workshop? and when?? How shall we spend the $2,000 you allocated to the project?
    In other words, what should be the topics addressed?
    (Strategies for conducting meetings to generate ideas and problem solve? Leadership qualities: Positive self-image: How to set goals: Assessing a school climate for faculty and students; Needs Assessments)

# SAMPLE SERVICE REQUEST

# TEACHER LINKING

REQUEST FOR SERVICE

Date: 1/12/80 (Day/Month/Year)

TYPE OF CONTACT: 1. Phone (2) Letter 3. In person

Requested by: _____ Home Phone: _____

School _____

**Comments:**

Help in designing a curriculum unit on community--specifically historic Delphi. Referral to Rita K... (milk carton commu-nit) and to existing resources. Also - she heard of a 3rd grade Carroll teacher who visited the Court House who?

**Corporation**

1. Non Public
2. Benton Central
3. Carroll
4. Delphi
5. Lafayette
6. Tippecanoe
7. West Lafayette
8. Outside TRIAD area
9. Other teacher center
10. INE
11. Non Ed Organization

**Elementary**

1. K
2. 1
3. 2
4. 3
5. 4
6. 5
7. 6
8. El. Admin
9. El. Spec.

**Jr-Sr High Subject**

10. Math
11. Science
12. English
13. Foreign Language
14. Social Science
15. Performing Arts
16. Arts/Crafts
17. Vocational
18. Sec. Admin.
19. Jr-Sr Spec.

**Service Requested**

1. Information
2. Materials/Literature
3. Use facilities
4. Information Forum
5. Workshop
6. Inservice Planning
7. Grant Support
8. Offering services
9. Other

**Request Topic**

1. Math
2. Science
3. English
4. Foreign Language
5. Social Science
6. Performing Arts
7. Arts/Crafts
8. Vocational
9. Home Economics
10. Economics
11. Consumer Ed.
12. Nutrition
13. Health Ed
14. Sex Ed
15. General Education
16. Educational Equipment
17. Reading Material
18. Test Evaluation
19. Gifted/Creative/Talented
20. Exceptional Child
21. Handicapped Child
22. Student Motivation
23. Student Evaluation
24. Student Management
25. Classroom design
26. Holiday Ideas
27. Student Self Concept
28. Interpersonal Skills-Student
29. Interpersonal Skills-Teacher
30. Interpersonal Skills-Admin.
31. Personal Development
32. Personal Development-Teaching
33. INE Teaching support
34. Linking
35. TRIAD operation
36. Other

**Request serviced by** (Circle major activity)

(4) Existing resources
5. Consulting
2. Located resources
3. Unable to assist
2. Referral/linking
6. Other

# WORKSHOP LISTINGS

| | WORKSHOP | NUMBER OF PARTICIPANTS | COST PER TRAINEE | RELEASE TIME & AMOUNTS | LENGTH OF TIME | MAJOR ACT: 1. Curr. Dev. 2. Research 3. Training |
|---|---|---|---|---|---|---|
| | 10-4-79<br>Working with Student Teachers | 27 | $1.98 | na | 2 hrs. | 2,3 |
| ★ | 10-8-79<br>Halloween Greasepaints | 18 | 1.37 | na | 1 hr. | 3 |
| ★ | 10-9-79<br>Classroom Management | 14 | 35.53 | 420.00 | All day | 2,3 |
| | 10-10-79<br>Foreign Language Teachers--<br>Exploiting Your Text | 11 | 0 | 0 | 2 hrs. | 3 |
| ★ | 10-11-79<br>Time Management Tips | 18 | .19 | na | 1½ hr. | 2,3 |
| ★ | 10-12-79<br>What's Cooking Under the Sun | 10 | 54.90 | 300.00 | All day | 1,3 |
| ★ | 10-15-79<br>Survival Reading Activities | 13 | 30.00 | 390.00 | All day | 1,3 |
| ★ | 10-18-79<br>Reaching the Gifted in the<br>Regular Classroom | 19 | 41.46 | 570.00 | All day | 1,3 |
| | 10-18-79<br>Student Self-Concept<br>Through Children's Books | 14 | .83 | na | 2 hrs. | 1,2,3 |
| | 10-20-79<br>Carson Dellosa, Stick Out<br>Your Neck | 90 | 5.17 | na | All day | 1,3 |
| | 10-26-79<br>Librarian's Field Day | 15 | 0 | na | All day | 1 |
| | 10-26-79<br>Student/Teacher Produced Media | 8 | 0 | na | All day | 3 |
| | 10-26-79<br>3M Transparency Production | 15 | .87 | na | 2 hrs. | 3 |
| ★ | 10-26-79<br>Plan N' Make It | 29 | 7.06 | na | All day | 3 |
| ★ | 10-29-79<br>Reaching Remedial Readers | 14 | 38.03 | 420.00 | All day | 1,2,3 |
| | 10-29-79<br>Egg Carton Art | 12 | 3.33 | na | 3 hrs. | 3 |
| | 11-1-79<br>Student Management Techniques | 6 | 15.02 | na | 9 hrs.<br>(3 sessions) | 3 |
| ★ | 11-5-79<br>Meet an Illustrator | 12 | .18 | na | 2 hrs. | 1,3 |
| | 11-8-79<br>Halloween Greasepaints<br>Foreign Language | 6 | 0 | na | 1½ hr. | 3 |
| | 11-10-79<br>Consumer Economics Awareness | 22 | 0 | na | All day | 1,2 |
| ★ | 11-14-79<br>Interdisciplinary Use of the<br>Planetarium | 6 | 30.10 | 180.00 | All day | 1,3 |
| | 11-17-79<br>Making Films | 2 | 110.20 | na | All day | 3 |
| | 11-17-79<br>Pioneer Bucket Making | 6 | 14.81 | na | All day | 2,3 |
| | 11-29-79, 11-30-79<br>Art in the Regular Classroom | 30 | 29.58 | 600.00 | All day | 1,2,3 |
| | 11-30-79<br>Serving the Language Handicapped<br>Preschool Child | 33 | 0 | na | All day | 1,2,3 |
| | 12-1-79<br>How to Beat the System | 10 | 11.68 | na | All day | 1,3 |
| | 12-4-79<br>Motivating Students to Write | 4 | 0 | na | 1½ hr. | 1,2,3 |
| | 12-5-79<br>Roles and Goals | 3 | 0 | na | 1½ hr. | 2 |

# WORKSHOP LISTINGS

| | WORKSHOP | NUMBER OF PARTICIPANTS | COST PER TRAINEE | RELEASE TIME & AMOUNTS | LENGTH OF TIME | MAJOR ACT: 1. Curr. Dev. 2. Research 3. Training |
|---|---|---|---|---|---|---|
| * | 12-6-79<br>Pinata Making | 19 | 2.30 | na | 1½ hr. | 2 |
| * | 12-8-79<br>Learning Centers | 20 | 5.36 | na | 2 hrs. | 3 |
| | 12-11-79<br>Tips for Handling the Paper Grading Load | 4 | 0 | na | 1½ hr. | 1,2,3 |
| * | 1-22-80<br>Holiday Ideas for February | 23 | .83 | na | 1½ hr. | 1,3 |
| | 1-24-80<br>Library Skills | 10 | 0 | na | 1½ hr. | 1,3 |
| | 1-26-80<br>English as a Foreign Language | 122 | 0 | na | All day | 1,2,3 |
| | 1-29-80<br>Music in the Classroom | 8 | .02 | na | 2 hrs. | 1,2,3 |
| | 1-30-80<br>Camp Tecumseh Offering | 7 | 0 | na | 2 hrs. | 3 |
| | 2-2-80<br>Cardboard Carpentry | 10 | 15.84 | na | All day | 3 |
| | 2-5-80<br>Inventory of Basic Skills | 39 | 0 | na | Half Day | 1,2,3 |
| | 2-6-80<br>Organizational Skills for Junior High | 6 | 15.72 | 60.00 | Half day | 1,3 |
| | 2-6-80<br>Language Arts-Primary | 21 | .42 | na | 1½ hr. | 1,2 |
| | 2-12-80<br>St. Boniface Staff | 8 | 0 | na | 1 hr. | 1 |
| | 2-12-80<br>Creativity--Carroll Co. | 12 | 4.68 | na | 2 hrs. | 1,2 |
| | 2-14-, 28-80<br>Student Management Techniques Otterbein | 21 | 3.30 | na | 4 hrs. | 3 |
| * | 2-16-80<br>Write to Read | 20 | 4.98 | na | All day | 1,2,3 |
| | 2-19-80<br>Teachers/Students as Poetry Writers | 9 | 20.57 | 135.00 | Half day | 1,3 |
| | 2-19-80<br>Language Arts-Intermediate | 9 | 0 | na | 1½ hr. | 1,2 |
| | 2-23-80<br>Cardboard Carpentry | 6 | 23.16 | na | All day | 3 |
| | 2-28-80<br>Assessing Student Learning Styles | 18 | 48.00 | 540.00 | All day | 1,2,3 |
| | 2-29-80<br>Techniques in Teaching and Evaluating Writing | 17 | 48.99 | 510.00 | All day | 1,3 |
| * | 3-6-80<br>Easter Ideas | 34 | 3.13 | na | 1½ hr. | 1 |
| * | 3-9-80<br>Cardboard Carpentry--Benton | 12 | 15.19 | na | All day | 3 |
| * | 3-12-80<br>Solar Energy--Oakland Elementary | 18 | .55 | na | 45 min. | 1,2,3 |
| | 3-12-80<br>Dairy Council Workshop--T.S.C. | 22 | 0 | na | 2 hrs. | 2 |
| * | 3-13-80<br>Stress Management--Oxford Elem. | 16 | .83 | na | 45 min. | 2,3 |
| | 3-27-80<br>Mayflower Hill--Educ. Games Cooking in the Classroom | 35 | 0 | na | 1 hr. | 1,2,3 |
| * | 3-29-80<br>Cardboard Carpentry--Carroll | 9 | 18.00 | na | Half day | 3 |

# WORKSHOP LISTINGS

| | WORKSHOP | NUMBER OF PARTICIPANTS | COST PER TRAINEE | RELEASE TIME & AMOUNTS | LENGTH OF TIME | MAJOR ACT: 1. Curr. Dev. 2. Research 3. Training |
|---|---|---|---|---|---|---|
| | 4-10-80<br>Solar Energy | 15 | .68 | NA | Half day | 1,2 |
| * | 4-15-80<br>Seedy Ideas for Young Sprouts | 20 | 1.36 | NA | 2 hrs. | 2 |
| | 4-17-80<br>Booted Bean | 6 | .09 | NA | 2 hrs. | 2 |
| | 4-21-80<br>Consumer Economics | 10 | 34.72 | $300 | All day | 1 |
| | 4-22-80<br>Global Understanding | 10 | -- | NA | All day | 1,3 |
| | 4-23-80<br>Shake Hands with a Computer | 22 | 39.15 | 660 | All day | 3 |
| * | 4-29-80<br>Creative Sciencing | 28 | 37.68 | 840 | All day | 1,3 |
| | 4-30-80<br>Teachers as Persons | 13 | 77.70 | 390 | All day | 2,3 |
| * | 5-1-80<br>Origami | 14 | 5.90 | NA | 3 hrs. | 3 |
| * | 5-3-80<br>Calligraphy | 15 | 10.82 | NA | All day | 3 |
| * | 5-6-80<br>Minicourse in Astronomy | 16 | 35.58 | 480 | All day | 3 |
| * | 5-8-80<br>Understanding Parenting & Adolescent Sexuality | 37 | 16.87 | 493 | All day | 2,3 |
| | 5-15-80<br>War of the Eggs | 2 | -- | NA | ½ hr. | 2 |
| * | 6-3-80 to 6-13-80<br>Consumer Economics | 36 | -- | NA | 10 days<br>All day | 1,2,3 |
| * | 7-17-80<br>Centers of Attention | 27 | 12.87 | NA | All day | 1,3 |
| * | 7-21-80 to 7-24-80<br>Cardboard Carpentry | 48 | 11.69 | NA | 4 days<br>All day | 3 |
| * | 7-24-80<br>Focus on Puppetry | 6 | 52.86 | NA | All day | 3 |
| * | 8-11-80<br>Weaving | 9 | 48.91 | NA | All day | 3 |
| | 8-18-80 to 8-21-80<br>Readying Your Room for Fall | 76 | 7.12 | NA | 4 days<br>All day | 1 |
| | 8-23-80<br>Stress Workshop | 11 | .88 | NA | 4 hrs. | 2,3 |
| * | 9-13-80<br>Calligraphy | 8 | 10.61 | NA | All day | 3 |
| * | 9-17-80<br>Keys to Career Awareness | 49 | 9.88 | 409 | All day | 1,2,3 |
| * | 9-23-80<br>Tips for Parent Conferences | 18 | .14 | NA | 1½ hrs. | 3 |
| * | 9-25-80<br>Behavior Management Techniques | 8 | 9.43 | NA | 2 hrs. | 3 |

# WORKSHOP LISTINGS

| | WORKSHOP | NUMBER OF PARTICI-PANTS | COST PER PARTICIPANT AMOUNTS | RELEASE TIME | LENGTH | MAJOR ACT.: 1. Curr. Dev 2. Research 3. Training |
|---|---|---|---|---|---|---|
| ★ | 10-1-80<br>You and the Gifted Student, K-6 | 20 | 37.45 | $309.00 | 1 day | 1,2,3 |
| ★ | 10-2-80<br>You and the Gifted Student, 7-10 | 13 | 58.66 | $321.50 | 1 day | 1,2,3 |
| | 10-7-80<br>Food...Your Choice Level IV | 11 | 0 | NA | 2 hrs. | 2 |
| ★ | 10-8 & 28-80<br>Behavior Management Techniques | 8 | 9.43 | NA | 4 hrs. | 3 |
| | 10-9-80<br>Student Popularity and the Classroom Teacher | 13 | 5.77 | NA | 1½ hrs. | 2,3 |
| ★ | 10-14-80<br>Death and Grief | 17 | 36.00 | $359.50 | 1 day | 2,3 |
| ★ | 10-15-80<br>Getting Them to Talk in the Foreign Languages | 23 | 12.20 | NA | 3 hrs. | 2,3 |
| | 10-16-80<br>Working With Student Teachers | 17 | 1.79 | NA | 1½ hrs. | 3 |
| | 10-21-80<br>How We Develop Ideas About Ideas | 10 | 7.50 | NA | 1½ hrs. | 2 |
| | 11-3-80<br>Energy Workshop | 16 | 0 | DPI | 1 day | 2,3 |
| | 11-8,13,20-80<br>Chi-Sem-Bop | 15 | 13.94 | NA | 14 hrs. | 2,3 |
| | 11-9-80<br>Bubbly Brunch | 45 | .08 | NA | 1 hr. | 2 |
| ★ | 11-12-80<br>Nature of Giftedness and Identification | 11 | 9.45 | NA | 2 hrs. | 2,3 |
| | 11-15-80<br>Reading Joy | 49 | 18.78 | NA | 1 day | 1 |
| ★ | 11-20-80<br>Computers | 28 | 29.89 | $612.00 | 1 day | 2,3 |
| | 12-2-80<br>Language Arts Methods Sharing | 5 | .18 | NA | 1½ hrs. | 1 |
| ★ | 12-4-80<br>Critical Television Viewing Skills | 4 | 36.15 | NA | 3 hrs. | 2,3 |
| ★ | 12-4-80<br>Calligraphy | 12 | 7.97 | NA | 1 day | 3 |
| ★ | 12-4-80<br>Calligraphy | 9 | 9.46 | NA | 1 day | 3 |
| ★ | 12-9-80<br>Cultured Cuisine | 18 | 11.69 | NA | 2½ hrs. | 1,3 |
| ★ | 12-11-80<br>Instructional Games | 11 | 4.62 | NA | 2½ hrs. | 1,2,3 |
| ★ | 1-20,27 & 2-3-81<br>You and Tools | 6 | 72.76 | NA | 9 hrs. | 1,3 |
| ★ | 1-27 & 2-19-81<br>Observing Children's Behavior and Work | 8 | 81.51 | NA | 3½ hrs. | 1,2 |
| ★ | 1-29-81<br>Basic Skills | 13 | .64 | NA | 1½ hrs. | 2 |
| | 2-5,12-81<br>Skillet Photography | 16 | 3.15 | NA | 1½ hrs. | 2 |
| | 2-10-81<br>Nurturing the Positive Self-Image of Students | 3 | 1.93 | NA | 1½ hrs. | 2 |
| | 2-17,24-81<br>American Council of Life Insurance Mini-Grant Awardee Share Fair | 13 | 0 | NA | 1½ hrs. | 1,2 |
| | 2-24-81<br>Our Personal Response to the Adolescent Learner | 11 | 75.11 | $288.50 | 1 day | 2,3 |
| ★ | 2-25-81<br>Specific Activities for Reaching the Gifted in the Regular Classroom | 31 | 29.91 | $596.00 | 1 day | 1,2,3 |
| ★ | 3-4-81<br>Computers | 24 | 39.28 | $650.00 | 1 day | 2,3 |
| | | 494 | | | | |

# WORKSHOP LISTINGS

| WORKSHOP | NUMBER OF PARTICIPANTS |
|---|---|
| 4-2-81<br>Ourselves, Self-Study | 3 |
| 4-4-81<br>New Games | 21 |
| 4-7-81<br>* Nurturing Development Thru ETM | 11 |
| 4-8-81<br>Teacher Self-Evaluation | 7 |
| 4-14-81<br>* Teachers Teaching Teachers | 32 |
| 4-16-81<br>Personal Time Management | 44 |
| 4-21-81<br>Consumer Economics Sharing Session | 15 |
| 5-5-81<br>Reading Comprehension VTR | 5 |
| 5-7-81<br>Basic Science Activities | 15 |
| 5-9-81<br>* Fabric Arts | 7 |
| 5-12-81<br>* Focus on Puppetry | 7 |
| 5-14-81<br>Storytelling | 25 |
| 5-19-81<br>* Art to Suit | 12 |

| ADDITIONAL WORKSHOPS |
|---|
| * Classroom Interaction Session |
| * Eraser Stamps |
| * Math Manipulatives |
| * Student Motivation |
| * Unseen City |
| Sharing |

| SHARING SESSIONS |
|---|
| * Hatch-a-Batch |
| * Reading Roundup |

Workshop materials are divided into categories and then alphabetical.

ARTS IN THE CURRICULUM

Art to Suit Your Mood
Calligraphy
Easter Ideas
Eraser Stamps
Fabric Arts
Focus on Puppetry
Halloween Greasepaints
Holiday Ideas for February
Meet an Illustrator
Nurturing Development thru ETM
Origami
Piñata Making
Weaving

CLASSROOM INTERACTION

Behavior Management Techniques
Classroom Interaction Session
Death and Grief
Instructional Games
Keys to Career Awareness
Observing Children's Behavior and Work
Tips for Parent Conferences
Understanding Parenting and Adolescent Sexuality

FOREIGN LANGUAGE

Getting Them to Talk in the Foreign Languages

GIFTED

Nature of Giftedness and Identification
Reaching the Gifted in the Regular Classroom
Specific Activities for Reaching the Gifted in the Regular Classroom
You and the Gifted Student, K-12

MATH-SCIENCE

Creative Sciencing
Interdisciplinary Use of the Planetarium
Math Manipulatives
Mini-course in Astronomy
Seedy Ideas for Young Sprouts
What's Cooking Under the Sun

READING-WRITING

Hatch A Batch
Reaching Remedial Readers in the Junior-Senior High School
Reading Roundup
Student Motivation for Writing
Survival Reading Activities
Write to Read

SOCIAL SCIENCES

Consumer Economics
Cultured Cuisine
*The Unseen City

STUDENT AND TECHNOLOGY

Critical Television Viewing Skills
Shake Hands With A Computer

TEACHERS AS LEARNERS

Cardboard Carpentry
Centers of Attention
Classroom Management
Critical Thinking-Basic Skills
Learning Centers
Plan 'N Make It
Stress Management
Teacher Self-Evaluation
Teachers Teaching Teachers
Time Management Tips
You and Tools

*copyrighted title

ARTS IN THE CURRICULUM

Packet Number

Art to Suit Your Mood - suggestions, articles on color and art techniques. Ideas for classroom use on marbelizing, hat and costume ideas. S. Powley and L. Rund. 1

Calligraphy - step by step instruction sheets as well as hints for handwriting. Malu Watkins. 2

Easter Ideas - collection of activities based on Easter/ spring theme. J. Christopher and L. Rund. 3

Eraser Stamps - how-tos, whys and applications for the curriculum for making rubber stamps from erasers. Any one can do it! S. Powley and L. Rund. 4

Fabric Arts - hints on design and balance. Recipes for homemade resists. Information on dye. S. Powley 5

Focus on Puppetry - ideas, supply lists and patterns for making various puppets. A compendium. Marion Barber and Joanna adams. 6

Halloween Greasepaints - makeup formulas guaranteed for fantastic faces--most ingredients found in your kitchen. Shared--copyrighted materials. 7

Holiday Ideas for February - everyday is a holiday in February--activities for celebrating. L. Rund and J. Christopher. 8

Meet an Illustrator - bibliography of well know children's books with illustrator's technique noted. Suggested materials for trying your own. Shared from Windsor, Canada Teacher Center. 9

Nurturing Development thru ETM - learning with music--organizing the process of education thru music. Movement, language, social interaction, listening skills are stressed. Shared results from a summer workshop. Carol Czaja. 10

Origami - detailed instructions or basic folds in origami (the art of paper folding) and instructions for a number of objects. Arnold Tubis, Physics, Purdue University. 11

Piñata Making - materials list and complete descriptions for making three types of piñatas. Includes history of piñatas. 12

Weaving - art of weaving thru the ages--looms, warp, techniques, tools and vocabulary. Inexpensive techniques for regular classroom e.g. shoebox looms. Joann Chaney. 13

Packet Number

CLASSROOM INTERACTION

Behavior Management Techniques - suggestions for developing positive self-concept; guidelines for positive behavioral structure in the classroom. Tom Snelbaker. 14

Classroom Interaction Session - activities for establishing group responsibility thru: discussion, group efforts, seating arrangement, etc. C. Edwards 15

Death and Grief - suggestions and exercises for assessing your personal awareness of death and grief. Ideas for dealing with children and adolescents. Alan Wolfelt, Muncie, Indiana. 16

Instructional Games - using games and simulations in the instruction/learning process. Perusal only--copyrighted material. Make inquiries of Jim Russell, Purdue Univeristy Library Science and Instruction Media Department. 17

Keys to Career Awareness - forms, ideas, bibliographies of career education materials. Developed and used in local school systems. Various grade levels. (K-12) Lafayette School Corporation. 18

Observing Children's Behavior and Work - descriptive documentary processes and formats for staff development, studies of children's work and documentation of curriculum. Based on the Prospect Archive and Center for Educational Research in N. Bennington, Vermont. 19

Tips for Parent Conferences - collection of philosophies, suggestions and forms for parent conferences from local schools. 20

Understanding Parenting & Adolescent Sexuality - understanding developing sexuality in teens, helping them understand concerns of pregnancy and the responsibilities in parenting. Communication and intervention. Bibliographies. 21

FOREIGN LANGUAGE

Getting Them to Talk in the Foreign Languages - communication activities and games in several foreign languages. Marty Knorre, Cincinnati, OH 22

GIFTED

Nature of Giftedness & Identification - identifying traits of GCT, characteristics of, model for enrichment activities, developing individualized programs. Dr. John Feldhusen, Purdue University 23

Packet Number

Reaching the Gifted in the Regular Classroom - suggestions for identifying and types of materials that may be used to challenge gifted in the classroom. Nina Crosby. 24

Specific Activities for Reaching the Gifted in the Regular Classroom - structuring independent study for gifted students: scheduling, and evaluation. Elizabeth Martin. 25

You and the Gifted Student, K-12 - suggestions for setting up a program for gifted students in a school. How to deal with G/C/T children and adolescents. Nathan Levy, Center for Intellectual Achievement. 26

MATH - SCIENCE

Creative Sciencing - collection of science activities which are indicative of higher learning skills. Dr. Gerald Krockover, Purdue Univeristy. 27

Interdisciplinary Use of the Planetarium - extensive bibliography on planetarium subjects. Dick Brammel. 28

Math Manipulatives - numerous activities providing hands-on math experiences for children and youth. 29

Mini-course in Astronomy - identifying constellations thru celestial coordinates. How to use a telescope and how it works. Mythology of constellations. Dick Brammel and Debbie DeWitt. 30

Seedy Ideas for Young Sprouts - "indoor" gardening activities to use in the classroom. Group and individual projects. L. Rund and J. Christopher. 31

What's Cooking Under the Sun - how to build a tri-wall solar oven. Complete instructions. Ideas and recipes for cooking with the sun. Doug Paprocki. 32

READING - WRITING

Hatch A Batch - Ideas from a sharing session in which a group of speech and hearing clinicians participated. 33

Reaching Remedial Readers in the Junior-Senior High School - determining grade level ideas for vocabulary development. Comprehension skills. Study guides. Mike Igo. 34

Reading Roundup - ideas for reading activities from a sharing session in which a group of first and second grade teachers participated. 35

Packet Number

Student Motivation for Writing - suggestions/exercises for motivating adolescent writing. Discussion of rough drafts and proofreading. Pat Burdine. 36

Survival Reading Activities - reading skills required by the average adult in society. Ideas for developing. L. Rund. 37

Write To Read - book making ideas and how tos. Designs and suggestions for making books in the classroom. Carol Clark. 38

SOCIAL SCIENCES

Consumer Economics - compendium of economic units developed by teachers who participated in the Consumer Economic workshops, K-12. Secondary units on personal financing. Workshops held 1978, 79, and 80. American Council of Life Insurance/Indiana Council of Economic Education. 39

Cultured Cuisine - curricular materials, ideas and activities to introduce cultural studies through foods. L. Rund and Cynthia Stohl. 40

*The Unseen City - tips for study of the community: photography suggestions and uses, cemetary studies, tour via bus and subway of large city, airport management, stock exchange. Copyrighted title. Kansas City Learning Exchange. 41

STUDENT AND TECHNOLOGY

Critical Television Viewing Skills - curriculum materials for teaching critical viewing skills. Extensive biblography. Developed after participation in a workshop sponsored by Far West Laboratory. Jim Hand. 42

Shake Hands With A Computer - basic computer language. Design instruction and programming. Jerry Kulm, Purdue University. 43

TEACHERS AS LEARNERS

Cardboard Carpentry - general information about cardboard carpentry as well as complete plans for building simple objects with tri-wall. James Tesmer 44

Centers of Attention - step by step approach to creating learning centers. Suggestions on designing and physical set-up. Centers of Attention . Indpls., IN 45

Classroom Management - Stone Soup - practical activities methods and procedures that have "worked" for this classroom teacher. Carolyn Johnson. 46

Critical Thinking - Basic Skills - levels of thinking are outlined, discussed and activities for application. Sharing only. Copyrighted materials. 47

Packet Number

Learning Centers - suggestions for using learning centers in the classroom. Ideas for scheduling and record keeping. 48

Plan 'N Make It - design and development of classroom area--includes space utilization, bulletin boards, centers and storage. Pamela Young. 49

Stress Management - recognizing symptoms, prevention and management. Relaxation techniques based on training at Northwest Development Center, Livonia, Michigan. Greg Schnepf and Bev Miller. 50

Teacher Self-Evaluation - how perceptive of yourself are you as an educator? Scales in various areas--understanding students, instruction and discipline for self-evaluation. Numerous models. Dr. Suzanne Drake, Ball State University, Muncie, IN. 51

Teachers Teaching Teachers - extensive materials developed to help teachers become better instructors. Sharing and learning untapped sources. Copyrighted material. Dr. Ben Henry, Indiana University. Not for duplication. 52

Time Management Tips - establishing goals, directions for scheduling. Attitudes are examined. C. Edwards. 53

You and Tools - detailed plans for building tool box, pegboard carrying case, and circuit board. Tools are pictured and identified. Ron Yuill. 54

## HUMAN RESOURCE COLLECTING

Educators and their talents are our most vital resource. The TRIAD Teacher Center was established to provide the necessary link between teacher perceived needs and resources. The following sharings provide descriptions as to how the Center has recruited and sought teacher resources. For the most part our resources collected have been those "difficult to define" ones that talented teachers possess. Material resources are plentiful, and we have had our share of successess in collecting these. (See Section C. Community Collecting)

We take pride in the fact that we have designed strategies to solicit and collect professional as well as non-professional resources. The manner in which we have collected them and used them has assisted us in developing a high trust level of the educators we serve. To date our use of talents has been discretionary and highly confidential, something which our Policy Board has insisted on from the Center's inception. We gladly share the following with you.

### TRADE PLAY GAME: A SIMULATION

STAGE ONE

A. Getting Started: My experience taught me that the principal sets the tone. His/her attitude towards the game and concept shapes teachers' participation. I began by paying a visit to the principal. I explained the concept of linking teachers and said that while the Teacher Center had always collected resources informally, we were attempting now to undertake a more systematic approach. I urged, we are entering an age of belt-tightening and we all need to become more self-reliant. I asked the principal if I could attend a faculty meeting to present this concept and explained that I had a game designed to help teachers realize and assess their own strengths. "Playing the game" and talking about the linking process takes from 20-30 minutes. Usually I was invited to a general faculty meeting, but on a couple of occasions the principal set up a faculty meeting for this business alone.

In explaining the concept, it is really helpful to show the game to the principal and actually lay out a few cards to demonstrate the process. The principal will see the process for himself. The game sells itself. Strategy: If the principal understands the game.... often the principal will volunteer to share his/her particular strengths as well. Later, when playing the game with a faculty, you can then call on the principal to volunteer the information about how he/she is going to share.

B. Managing the Game:
ROLE OF THE LEADER - The TRUST LEVEL IS CRUCIAL. (This is not an activity to break the ice with or to begin the Teacher Center contact.) The leader should be someone with whom the teachers have had a fair amount of informal contact. They will share with someone they trust and have come to associate with the Teacher Center more easily than with another staff person whom they do not know personally. Our field testing experiences taught us that the greatest amount of success was derived by appropriate timing and utilizing a trust-level estab-

lished early. Collecting doesn't have to be done by the same person in all schools. Survey your staff; pick the best person for the best school.

KEEP THE GAME FASTMOVING! The leader should be very familiar with the cards. If the group is stalled--that is, if someone doesn't realize he has a card that is a resource for a particular unit, the leader can ask "Where's the person whose husband is a mailman in Chicago?" or "Who's the paleontologist?". In addition, knowing the cards that match, you will know when you have exhausted the resources for a particular unit and should move on to the next unit.

Sometimes, depending upon the sense of humor of the participant, an unexpected resource will emerge: e.g. sometimes for the unit on Nutrition and Weight Control the resource will be "my hobby is battle strategies." Humor is to be encouraged. It moves the game along and makes the experience an enjoyable one. When enthusiasm is high there is a better return. Teachers get the point quickly and continue to play with enthusiasm if the game is light-hearted and quick-paced.

Desired Group Size: 20
It is optimal to have as many people in the group as you have cards, but obviously you can only know roughly how many people will be in attendance at a particular meeting. The game can be expanded by generating more units and resources or you can cull the cards ahead of time if you are sure of fewer participants than the 20 original players. If, on the spot, you have 10 players and 20 cards, give 2 units to each player and double the number of resource cards. Have each player select one of his units to use for resource seeking.

Setting or locale: Group Criteria
Field testing has taught us that the site where the game is played (at the teacher center, at a school) is not critical. The more critical issue is whether the players know each other. If they are a random group of teachers assembled at the Center, much spontaneous humor will be lost. (e.g. if a teacher has been struggling with a diet all spring and draws the "Weight Watchers Lecturer" card, her colleagues will laugh with her. If a total stranger draws such a card there is less probability of congenial laughter.) An entire faculty brought together is, in our experience, the best group composition.

C. Playing the Game:
"What I say--my lead in."
What we do for relaxation is often not a school "subject." For example, I am a quiltmaker and I have a collection of antique quilts. But making quilts is not a typical item in the curriculum. However, for someone doing a unit on textiles in Colonial America, my historical knowledge of the subject makes me a resource. Similarly, I can give technical help to a teacher who wants her class to do a group quilt to illustrate local buildings in a community study.

I explain that the "game" we will be playing is a simulation. We will match our school needs for curriculum unit materials with possible non-professional skills which we all have. Having said that, we proceed to playing the game.

1. Distribute the unit cards (ideally one to each player) and divide the resource cards equally among the players. The cards are usually read with amusement. Explain that the blue cards are units they, as teachers, are going to design. The yellow cards are statements about themselves as people, that is, as assumed persons. Call on someone to begin (someone you know). He states what unit he is going to design. The others are to identify themselves as "resources" if they have an appropriate yellow card. After only one or two rounds people get the idea, but the game should be played quickly to the end, because of the camaraderie that develops, the enthusiasm for the concept that is generated, and the unexpected results.

See actual game pages 41-43.

CASE STUDY ONE: A supportive environment.

It has been our experience that the principal sets the tone for the acceptance and progress of the game. In School #1 the principal indicated in our initial contact that not only did he think the concept of teachers sharing their experiences with others was valuable, but that he had something to share himself. And indeed he had! Years before, he had made a trip to Zaire and upon his return had worked up an extensive unit that ultimately became part of the 5th grade curriculum. The unit eventually became dated and was no longer part of the existing curriculum, but the experience had made a believer out of the principal. Therefore, when explaining the game I was able to call upon this principal to relate his previous experience with the concept of teachers sharing. He enthusiastically retold his story.

He viewed the activity seriously; he gave an extra boost to our credibility. This faculty played eagerly. There was alot of laughter, and the assumed personalities began to generate friendships among each other. An additional happening: one teacher chose to participate with real-life examples of how she could help with the various units. Her colleagues seemed to enjoy her earnestness.

CASE STUDY TWO: A non-supportive environment.

Again, the principal sets the tone. In this school the principal, although he could see that the topic and activitiy could be of value, would only allow me 15 minutes on an already crowded agenda. Previous Teacher Center forays from this school had been by only a few teachers. We felt it was important to make the effort in spite of the draw backs, because we wanted the teachers, if nothing else, to be aware of our linking capabilities.

The faculty assembled for their meeting with typical "let's get it over with" expressions and the lead-in talk I usually gave fell flat. The Principal confered with another teacher while I was talking and, following suit, several other teachers talked among themselves while I had the floor.

I was able to keep the game moving quickly nonetheless and some interest was generated. The returns were slim, but soon afterwards we received a service request from a teacher in that school which we were able to fulfill. Our goal of increasing awareness was met.

STAGE TWO

Moving from "the game" (non-professional skills) into the listing of teaching skill strength areas.
(Caution: do not begin with this stage, it is imperative that your group "play the game" first)

What I say when I begin this section:

The point of the game is to get us thinking of our personal skills and experiences as resources for someone else. I don't have a game for assessing professional skills---you are the best judge of your strong suites in the classroom.

Often I will cite an example or two of actual linking that has been facilitated at TRIAD. e.g. a secondary math teacher wanted to talk to someone about "multiple linear regression". This usually gets a laugh from the teachers because I describe how from my knowledge of such statistical measures I personally would not be of much assistance. The linking to someone who does have this knowledge is a crucial task of the Teacher Center. This linking can be one of our most valuable tools at the Center. WE MUST AID ONE ANOTHER.

I then distribute the resource sheet (pg. 40). I encourage them to list their particular skills. I explain how confidential this material is and how the Teacher Center utilizes this information in a discretionary manner.

WHEN THEY CAN'T THINK OF ANYTHING TO LIST I SAY: "CONSIDER THESE QUESTIONS." A typical response is "I don't do anything wonderful; just routine."

1. What units have you really enjoyed putting together?

   (Probably that's a skill area or strength where you have developed materials, can communicate your experience and can generate enthusiasm for it.)

2. Suppose that a first year teacher came to you overwhelmed -- what gems of experience would you share?

   (Advice, an academic unit, tips)

3. If you have worked with a student teacher, what have you been sure to tell them in terms of advice, classroom strategies, and academic units?

Leader Problem:
Think ahead of the strategies of getting teachers to write these ideas down on paper on the spot. The "I can't think of anything" is a problem, or "I want to think about it". Often then ask, "Can I mail it to you.?"

One Possible Solution: Say to the principal -- could there be an envelope in the office where people could leave the completed form? After a time you could send it to the Teacher Center. Most teachers surprisingly are not sensitive about the principal reading their sheets sheets. I suspect that this has to do with wanting the principal to see their talents and strengths through their eyes.

Many responses do come back with the mail, but the return is not as great as if "hit on the head" and given the time to respond on the spot. However, you can be assured that those who have bothered to do it late have really assessed their skills.

How to explain the "Restrictions" section of the sheet. See page 39, question #9.

**STAGE THREE**

Follow Up--Our Resource Bank.

1. The follow up consists of travel to schools for individual contacts with the teachers. When they are in the Center, we ask them to fill out the form--sometimes the one on encouragement is all teachers need.
2. The responses are kept confidential and used with discretion on the part of the staff. There is no multiple card file accessible to all. We serve on an individual basis via our service requests, see page 22 for samples of completed requests. These are kept on file for staff use only. It is up to each faculty to decide what it wishes to do with its resources--to collect them for their benefit or to house them at the Teacher Center. See also answer to questions 9 and 12, pg. 39.

MOST COMMONLY ASKED QUESTIONS

1. Q. Will it work if I don't have a teacher center?
   A. We believe that any group of teachers who regularly work together could utilize this activity to organize their collective strengths and ultimately share their expertise.
2. Q. What are the critical elements for success?
   A. See page 35ff. (A group of people who know each other, humor and speed.)
3. Q. What kind of group would you recommend using it with?
   A. Although any random group of people can play the game, maximal success will be achieved if the participants work together regularly.
4. Q. What are the unexpected outcomes from the games?
   A. The unexpected is unpredictable, of course, but we have experienced several cases of people learning about the Teacher Center through this activity and then participating in other Teacher Center activities. There have been cases of people taking a whole new look at themselves and their potential for helping others through participation in this activity.
5. Q. Can it be enlarged and be successful?
   A. The game can be enlarged as long as one can generate new units and appropriate resources, but beyond a certain point the game will lose its effectiveness. The point is made so easily and quickly that the game must maintain speed and humor.
6. Q. Can it be reduced for a smaller group?
   A. Yes. Pull the cards beforehand or double up the number distributed to meet the needs of a smaller group. See page 36.

7. Q. What can I do as a leader to make it successful?
   A. The most important thing is for the leader to remain flexible. What humor emerges is the result of the people playing the game. The leader must lean on it, draw it out, follow it and encourage it.

8. Q. How do I handle a hostile or lukewarm group?
   A. Follow your instincts in a situation like this. Encourage the hints of humor that you see. Usually, in our opinion, the benefits of presenting the activity in a bad situation outweigh the drawbacks. If the situation were really hostile, you probably wouldn't make it past the principal and onto the agenda in the first place.

9. Q. How do you answer the question on the form about restrictions?
   A. A restriction (e.g. "Don't call me on the week-ends", "I'll help in any way except having someone observe me in the classroom", "I'll only share with people from my school district") is any limitation the teacher places upon her time and resources. Further, I am careful to explain that these responses are kept confidential at the Teacher Center and that teachers are telephoned by a Teacher Center staff person before linking is facilitated. They can opt not to share at any particular time, and the Teacher Center is careful not to use the source more than once or twice.

10. Q. Do I have to turn my whole unit file on a topic over to someone else?
    A. This sharing is viewed not as a wholesale copy opportunity, but rather as an opportunity for one teacher to share ideas with another, or use the teacher with experience as a sounding board.

11. Q. The principal may ask, "Must I release my teachers from the classroom for this?"
    A. Any request that would result in a release-time situation would be a matter between the principal and the sharing teacher when it comes up. The Teacher Center has no policy or opinion on such a possibility.

12. Q. What do you with the resources once you have collected them?
    A. We have cross-indexed this information by teacher name and subject area at the Teacher Center. When someone calls us with a service request (a call for information or resources beyond our immediate expertise) we can contact any sharing teacher whom we know who may be able to be of assistance. If that teacher is willing and able to help, we link the requesting teachers with him/her. Knowing the topics of interest of teachers, through what they label as their strengths, informs us so that we can in turn pass on information that may come to us.

RESOURCE SHARING FORM



Name _____ School Corporation _____

Address _____ School _____

_____ School Phone _____

Telephone _____ Grade Currently Teaching _____

TEACHING SKILLS

| Topic | I Can Share... | Grade Level(s) |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

PERSONAL SKILLS

| Topic | Experience I Can Share... |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

I am willing to serve as a resource for others or as a resource for TRIAD.

Restrictions: _____

_____

Date _____ Signature _____

TRIAD Teacher Center
Burtsfield Elementary School
N. Salisbury
W. Lafayette, IN 47906
(317) 494-8284

# STRATEGIES FOR COLLECTING RESOURCES

# TRADE PLAY-SIMULATION

## INSTRUCTIONS FOR PERSONAL RESOURCE ASSESSMENT ACTIVITY

1. All numbered and lettered items are to be placed on index cards (preferably one color for units and one color for resources).

2. At the beginning of the activity, each participant will be given an envelope containing one unit card and one or more resource cards.

3. The activity will proceed by each participant stating the unit he or she needs to prepare.

4. The other participants will then react to this unit by responding to volunteer as resources based on the resource cards they hold.

5. Resource cards can be used for more than one unit.

6. This is a simulation game with the objective of causing the teacher to assess her own resources and those close at hand when preparing units and lesson plans.

Each participant will be given an envelope containing at least one "unit card" and one or more "resource cards."

| Teacher should say: "I am planning to prepare a unit on... | Responder should look at cards in his possession and judge whether the experience listed on the card would make him a good resource for the teacher's unit. |
|---|---|
| UNIT | RESOURCES |
| 1. Civil service jobs | a. I work at Ft. Jefferson as a secty.<br>b. I am a guidance counselor specializing in career opportunities |
| 2. Taking a census | a. brochure for the city on utilization of volunteer forces<br>b. helped take the 1970 census |
| 3. Tracing one's family tree | a. volunteer at the local historical association<br>b. summer employment working for _____ Abstract Co.<br>c. My hobby is tombstone tracing<br>d. I have traced our family's history back to its roots in Germany |
| 4. Using calculators for elementary math | a. salesperson for an office supply firm<br>b. inventory taker at _____Dept. Store using calculators to record the supply |
| 5. Unit on basic photographic skills | a. My hobby is photography<br>b. I worked on a college yearbook staff<br>c. Marketing director for a large chain on malls before I started teaching. |
| 6. Electrical energy | a. grew up on a farm with its own generator<br>b. hobby is repairing automobiles |
| 7. Pioneer living | a. My hobby is quilting<br>b. family founded Greenwood, Indiana |
| 8. Environmental caretaking and effective legislation | a. page in my state's legislature<br>b. worked on a city planning committee when they determined the location of the city industrial plants<br>c. member of national wildlife society<br>d. father is a farmer and we had to meet Osha regulations |
| 9. Mechanics of a political campaign | a. I helped my friend _____ get elected mayor of _____.<br>b. Volunteer at Republican headquarters<br>c. Member of the League of Women voters |
| 10. Parliamentary procedure | a. member of local school board<br>b. My son is president of his student council<br>c. President of the Chamber of Commerce in |
| 11. Nutrition--weight control | a. Weight watcher's lecturer<br>b. worked in the kitchen at church camp |

Key to Personal Resource Activity

| UNIT | RESOURCES |
|---|---|
| 12. African cultural traditions alive today | a. Master's thesis on Black literature<br>b. secretary of the Black student organization<br>c. oral history, traditions--my hobby |
| 13. Migrant workers--a culture capsule | a. my father grows lettuce in California<br>b. I did Public Relations for Green Giant Cannery |
| 14. City Life | a. My husband is a mailman in Chicago<br>b. I grew up in New York |
| 15. Civil War | a. My reading interest is battle strategies<br>b. My favorite author is Carl Sandburg<br>c. I have my great-grandfather's Civil War uniform |
| 16. American Indians | a. My hobby is collecting arrowheads<br>b. I was a church volunteer working on an Indian reservation as a teen.<br>c. My hobby is collecting Indian crafts |
| 17. Telephone etiquette | a. designed the form for telephone messages at our school<br>b. husband is personnel director for Bell Telephone |
| 18. Career opportunities for women | a. High School librarian<br>b. Member of the American Association of University Women |
| 19. Family life styles in Latin America | a. One of our best friends is from Mexico<br>b. I worked at the International house in college<br>c. I was a Peace Corps volunteer in Columbia |
| 20. Dinosaurs | a. My hobby is paleontology<br>b. guide at the Museum of Natural History Museum |

# ACTUAL RESOURCES FROM FIELD TESTING

I Can Share.....

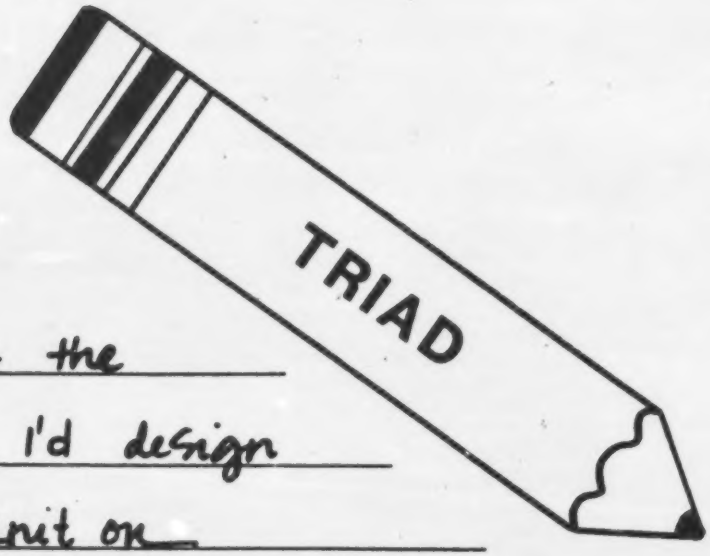
## TEACHING SKILLS

Indiana history--a year long curriculum (grade 4)
Monarch butterfly (grade 2)
Self-concept: booklet I have made (grade 3)
Math learning activity packets I've designed (grade 2)
Mental health (grades 5 and 6)
Health: sex and drugs (grade 10)
Fire unit: planning (grade 1)
Circus activities (grade 3)
Letter-writing (grade 3)
4 Food Groups (Kindergarten)
Self-concept for special education students (elementary)
Zaire: program developed after travel (upper elementary)
Library: research procedures (grades 4-6)
Latin America: teaching techniques (grade 6)
Pioneers: Pioneer Day activities (grade 4)
"Parents are People": slide-tape presentation (grade 4)
Philippines: culture and cuisine (K - 6)
Telling Time: ideas for a unit (Kindergarten)
Beginning phonics: Motivational ideas (primary)
Reading: how to organize materials (grade 2)
Art and Literature: correlating reading aloud and art activities (grade 1)
Reading readiness: tips from a special ed. teacher ( K - 1)
Fractions (grades 4 and 5)
Eating Your Way Through History: recipes and ideas (grade 4)
Calligraphy in the classroom (grade 4)

## PERSONAL SKILLS

Spinning wool: demonstrating the process from raw wool to finished product
Horses: I raise Standard breed horses.
I am a square dance caller.
I restore antique furniture.
I am a licensed track official.
I was a restaurant manager.
I am from Australia and can share slides and artifacts.
I have lived in Grand Teton National Park for 25 summers. My husband is a Park Ranger.
I have had experience in Gospel Music singing.
I have personal experience with adoption and tracing biological parents.
I play the flute.
I make and sell quilts.
My husband is a marathon runner.
I am from the Philippines and can share my experiences there.
I taught international Morse Code during WWII.
I am the mother of twins.
I am a good listener for a frustrated first year teacher.
I have served on two North Central Association evaluation teams.
I pitched for a fast pitch softball team that has won the national championship ten times.
I have been a tour guide in Chicago.
I write two columns for local papers and have published several articles.
I am President of the Women's Guild and can help someone with "how to plan for a year."

MY DREAM SHEET




If I had all the time in the world I'd design a curriculum unit on

This DREAM SHEET is a strategy utilized with department level meetings. After a brief presentation about the goals of the teacher center, the field agent asks educators to complete the sheet. She then returns to the Center and the entire staff brainstorms on resources, linking possibilities, and staff expertise to assist the teacher in either curriculum design or in location of resources. Each staff member writes on the sheet and the sheet is returned promptly to the educator. Potentials for follow-up are outlined and the educator has begun the first step toward future professional development plans.

This has met with excellent success with secondary educators whose needs are very specific and are not often served by large group offerings.

TRIAD
TEACHER CENTER

TRADE PLAY--WHAT HAPPENS WHEN PEOPLE SWAP

Claudia F. Edwards - TRIAD Teacher Center, W. Lafayette, IN

This presentation is designed to acquaint the participant with a procedure of bartering in the community for the materials the teacher center needs. Before one barters he must assess the individual and collective needs, identify teacher resources, and examine the community resources he wishes to use. Participants will be involved in a Trade Skills simulation of matching resource personnel to teacher requests for aid. In addition, participants will receive successfully used survey forms for evaluating and compiling community and teacher resources.

A Successful Barter Has . . . . . .

_____ trade effectiveness, both parties expand the scope of service(i.e. objectives) with minimal depletion of resources

_____ affective effectiveness, parties must feel they have "gotten a deal"--agencies to have a community of interests and rapport

_____ contract effectiveness, letters are exchanged stating agreements reached about the trade (teachers can be businesslike too! when dealing with business people play by their rules.)

## IDEAS ON WHERE TO FIND INFORMATION ABOUT YOUR COMMUNITY

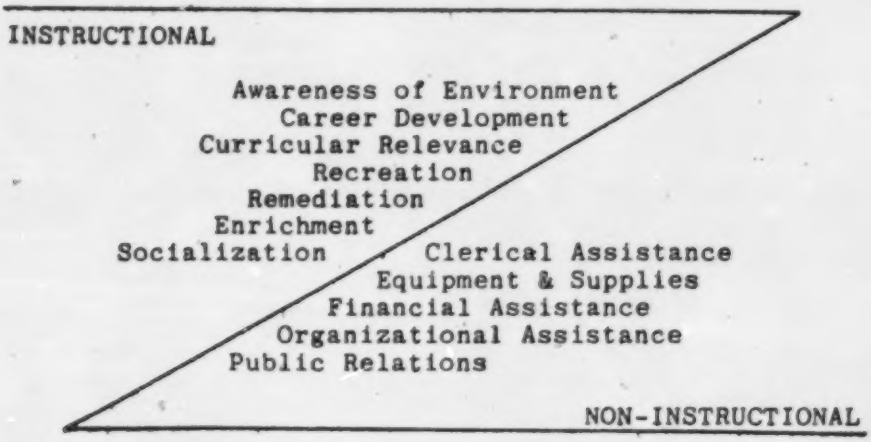
| WHERE | FOR WHAT |
|---|---|
| Newspapers Serving Area | Community organization, leadership, population changes, new institutions and programs, etc. |
| Community Service Directory | Recreation and other agencies in the community--some information on groups served and types of program. |
| Visits to Recreation and Youth Serving Agencies | First-hand knowledge of personnel, program, facilities |
| Zoning Map | Information on the type and extent of housing, industry, etc. |
| Land Use Inventory | Current usage of land for industry, residence, parks, etc. |
| Land Use Plan | Proposed residential, areas, parks manufacturing, etc. |
| Urban Renewal Map | Areas to be rehabilitated, existing and proposed housing projects |
| Highway Map and/or Plan | Existing and proposed major highways |
| Census Tract Outline Map | Location and boundaries of each census tract |
| Index of Socio-Economic Status by Census Tracts | Median schooling, income, and adequacy of housing |
| Crime Statistics by Census Tracts | Comparison of sections of city |
| Annual Reports of Other Agencies | Background information |
| Health and Welfare Council | Characteristics of population, age sex, education, income, size of family |
| Directory of School Personnel | Information on current public school enrollment |
| Chamber of Commerce Business Guides | Alphabetical listing of businesses and industries in local area, products |
| League of Women Voters | Local officials |
| U. S. Office of Education | Catalog |
| U.S.D.A. Soil and Water Conservation Service | local soil and water maps |
| Where to get Publications from the executive and independent agencies | directory of sources for official documents |

Girl Scouts of America

## *assessment*

Why should community resources be used? What can the community provide that would benefit the school? How should the resources be used? Questions such as these must be raised and resolved if the approach to community involvement is to be by design rather than chance. A needs assessment process contributes to this effort by functioning as a mechanism which facilitates decision-making. It provides a structure which enables educators to specify needs--both instructional and non-instructional, establish priorities, and identify types of community involvement programs that might best serve the interests of the school. An analysis of the collected data establishes a base for determining objectives and making choices which lead to the more effective use of community resources.

SCHOOL NEEDS*




*Representative school needs have been specified. The list may be expanded at the local level.

22

de la Garza, Mona, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976.

## RESOURCE IDENTIFICATION WORKSHEET-

**Businesses**
- Food Stores: _____
- Service Stations: _____
- Department Stores: _____
- Drug Stores: _____
- Agriculture: _____
- Other: _____

**Industry**
- Recreational Vehicles: _____
- Chemical Plant: _____
- Foundry: _____
- Other: _____

**Service Clubs**
- Business/Professional: _____
- Service/Fraternal Organizations: _____
- Men's: _____
- Women's: _____
- Young People's: _____
- Other: _____

**Professional Organizations**
- Certified Public Accountants: _____
- Local Registered Nurses Association: _____
- Other: _____

**Government Agencies**
- City: _____
- County: _____
- State: _____
- Federal: _____

**Organized Labor**
- Skilled Trade Unions: _____
- Other: _____

**Institutions**
- Churches: _____
- Museums: _____
- Hospitals: _____
- Schools: _____
- Other: _____

**Historical Sites**
- Indian Monument: _____
- Other: _____

**United Way/United Fund Sponsored Organizations (local office should have list of agencies involved)**
- YMCA-YWCA: _____
- Heart Association: _____
- Other: _____

**Civic and Quasi-Political Organizations**
- Urban Coalition: _____
- Other: _____

**Resource Persons**

Talent Areas:
- Music: _____
- Art: _____
- Other: _____

Skill Areas:
- Hair Styling: _____
- Tutorial: _____
- Other: _____

Hobby/Interests:
- Rock Collecting: _____
- Antique Cars: _____
- Other: _____

**Other**

de la Garza, Mona, THE COMMUNITY AS A RESOURCE: program planning for the elementary school, Indiana State Dept. of Public Instruction

SURVEY FORM: BUSINESS & INDUSTRY

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary educational programs at _____ .
Please complete this form and return to _____ .

A. Name of Resource: _____ Contact Person: _____
Business Address: _____
Description of work performed, product produced, services available, etc. _____

B. In which of the following ways can you serve as an educational resource?
1. Allow educational trip(s) to your site?
Yes____ No____
2. Provide resource person(s) to speak at the school?
Yes____ No____
3. Supply materials, pamphlets, etc.?
Yes____ No____

Complete what is appropriate:

C. If Yes to B-1, please fill in the following:
Advance notice needed: _____
Approximate length of visit: _____
Minimum/maximum size of group: _____
Guide provided: Yes____ No____
Restrooms available: Yes____ No____
Specified days/times: _____
Features of visit: _____
Comments: _____
_____

D. If Yes to B-2, please fill in the following:
Name of person: _____
Position: _____
Presentation would include: (circle) talk; slides, film, etc.; handout materials; sample products, items, etc.; other (explain) _____
Approximate length of time needed: _____
Appropriate days/times: _____

de la Garza, Mona, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976

Topics to be covered: _____
Preferred group size: _____
Comments: _____
_____

E. If Yes to B-3, please fill in the following:
What types of materials can be provided?
Informational pamphlets_____ Student Packets_____
Posters _____ Teacher Packet _____
Charts_____ Models _____
Films/filmstrips _____
Description of checked item(s): _____

These materials would be for loan_____ or gift _____ ?
How would the school receive the materials?
Mailed upon request _____
Delivered to school _____
Picked up by school representative _____
Comments: _____
_____

F. Do you have equipment and supplies which might be utilized by educational personnel or materials which could be donated to schools for useful purposes?

| | Description |
|---|---|
| Equipment | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| Supplies | |
| _____ | _____ |
| _____ | _____ |
| Materials | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Contact Person: _____
Telephone Number: _____
Comments: _____

de la Garza, Mona, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976.

SURVEY FORM: GOVERNMENTAL AGENCY

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary programs at _____.
Please complete this form and return to _____.

1. Name of Agency: _____
2. Location: _____
3. Contact Person: _____
4. Telephone Number: _____
5. What specific services are provided? _____
6. What educational activities/services can be provided to elementary schools?

   Resource persons: Yes _____ No _____
   Field trips: Yes _____ No _____

7. Are free educational materials available? Yes_ No_

   If yes, please list materials:

   Teacher guides Yes _____ No _____
   Pamphlets Yes _____ No _____
   Posters/charts Yes _____ No _____
   Films/filmstrips Yes _____ No _____
   Other: _____

8. Comments: _____

de la Garza, Mona, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976.

SURVEY FORM: NON-GOVERNMENTAL AGENCY OR ORGANIZATION

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary educational programs at_____. Please complete this form and return to _____.

1. Name of Agency/Organization:_____
2. Location:_____
3. Telephone Number:_____
4. Contact Person:_____
5. Are you involved in any community projects which could involve elementary children? Yes___No___

   If yes, elaborate:_____
6. Could you provide financial assistance for programs such as camping, beautification, etc.?

   Yes___ No___
7. Could any of your members act as resource persons in relation to occupation, interests, hobbies?

   Yes___ No___

   If Yes, list name, address, and resource capacity:
8. Comments:_____

de la Garza, Mona, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976.

SURVEY FORM: PARENT-GRANDPARENT

Community resources are being surveyed to gain information about WHO and WHAT might be useful in terms of enriching our elementary educational programs at _____ School. Please complete this form and return to_____.

1. Name _____ Address _____
   Phone _____ Occupation _____

2. I am___, am not___, might at a later time be___, interested in becoming a resource for the school.

3. Would you be interested in tutoring children?
   Yes____ No____
   If Yes, do you have a preferred age group?
   (5-8)____ (9-12)____
   Which would you prefer? A.M._____ P.M._____
   Mon.___, Tues.___, Wed.___, Thurs.___, Fri.___?

4. Would you be interested in assisting with clerical tasks? Yes____ No____
   If Yes, which would you prefer? A.M._____ P.M._____
   Mon.___, Tues.___, Wed.___, Thurs.___, Fri.___?

5. Would you be interested in sharing knowledge with teachers/students? Yes____ No____
   If Yes, an occupation___, a skill___, an interest___, a hobby___? Describe briefly_____

   Would you prefer doing this in your home___, at work___, at school___? A.M._____ P.M._____
   Mon.___, Tues.___, Wed.___, Thurs.___, Fri.___?

6. If you know of a person who has contributions to make to school life but who might not receive this sheet, please list their name(s), address, phone, and contributions._____
   _____
   _____

7. Other contributions and/or comments: _____
   _____
   _____

   Signature _____
   School _____

Thank you. If you have answered "Yes" to any of the questions, the information will be cataloged and you will be contacted concerning your participation.

de la Garza, Mona, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976.

WHEN UTILIZING RESOURCES FOR INSTRUCTIONAL PURPOSES...

- Prepare students prior to experience to insure fullest benefit from resource.
- Consider the best time of day for the activity.
- Determine the amount of time needed to use resource to its fullest potential.
- Find out all of the essential information about the resource in order to maximize the learning experience.
- Provide community representatives with helpful information about the class and school.
- Arrange for a planning session with the community representative whenever possible.
- Consider arranging an in-service training program for classroom volunteers.

WHEN SELECTING RESOURCES FOR INSTRUCTIONAL PURPOSES...

- Choose community resources that provide activities appropriate for meeting instructional objectives and curriculum goals.
- Give consideration to those areas of the curriculum that would benefit most from community involvement.
- Consider the needs and interest levels of students. Determine whether the resource is appropriate in terms of the students' maturational level.
- Discuss selection with students to determine interest level.
- Use selection procedures that are in compliance with administrative policy.

de la Garza, Mona, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976.

## TEACHER EVALUATION OF COMMUNITY RESOURCE UTILIZATION

Name of Community Resource: _____

Description of Experience: _____
_____

I would use the resource again:
Yes___ No___ With Change_____

The community resource was appropriate for my grade level:
Yes___ No___

The community resource met the intended instructional objectives:
Yes___ No___

All necessary information about the community resource was obtained and used to provide an optimal learning experience:
Yes___ No___

There was an opportunity for preplanning with the community resource:
Yes___ No___

Time of day and time allotted were adequate:
Yes___ No___

Students were well prepared for the experience:
Yes___ No___

Students enjoyed the experience:
Yes___ No___

Comments: _____
_____



## SAMPLE EVALUATION TECHNIQUES

DISCUSSION QUESTIONS FOR STUDENTS:

1. Do you think the class should have planned more carefully for this activity? Why?
2. Did you understand the reason for this activity?
3. Did the class behave responsibly during this activity?
4. What did you learn?
5. What could have been changed to help you learn more?

de la Garza, THE COMMUNITY AS A RESOURCE: program planning for the elementary school, Indiana Department of Public Instruction, 1976.

EVALUATION BY COMMUNITY RESOURCE PERSON

Name _____ Date _____

Activity _____

School _____ Class _____

| HOW WOULD YOU RATE: | Out-standing | Satis-factory | Unsatis-factory |
|---|---|---|---|
| 1. The overall arrangements<br>Comments: | | | |
| 2. The personal contact with teacher/school<br>Comments: | | | |
| 3. The student interest<br>Comments: | | | |
| 4. The student preparation<br>Comments: | | | |

What suggestions do you have for improving the experience?

de la Garza, The Community as a Resource: program planning for the elementary school, Indiana State Dept. of Public Instruction, 1976.

## ANALYSIS OF PERSONS SEEKING INFORMATION

| What kinds of learning situations foster learning for you? | What kinds of learning situations don't foster learning? |
|---|---|
| the facilitator makes me think | completion of simple tasks not designed by me |
| demonstrations with children as examples | the facilitator does all the talking |
| the facilitator explains ideas or techniques that work with me | when the facilitator introduces too many activities at one time |



Claudia F. Edwards
TRIAD Teacher Center